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ABSTRACT

An Indianapolis (Indiana) project gave disadvantaged junior high and high school students summer jobs in various departments of a Veterans' Administration hospital. The project combined work with at least 1 hour per day of computerized instruction in basic mathematics and language, work maturity, and specific job competencies. Rules were strict, and students were terminated for violating rules or missing work without a valid reason. Supervisors were always present to resolve any problems, to help the students, and to assure staff that students were under control. Approximately 50 students initially signed up for the program. Of the 34 students who completed the project, 30 passed a job competence performance survey. More than half the students had perfect attendance, and most of the rest had 90-99 percent attendance rates. Hospital supervisors were very pleased with most students' performances; many wrote letters of recommendation for their student-trainees, and some supervisors even bought clothes and school supplies for them. Hospital staff expressed interest in repeating the project again the next summer. (This report contains 32 charts and graphs of project results, transparency masters, project forms, publicity materials, letters of recommendation for students, and a certificate of project completion.) (KC)

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Final Report & Project Analysis

Wizard Of Work
V.A. Employment & Training Project
The Magic Continues

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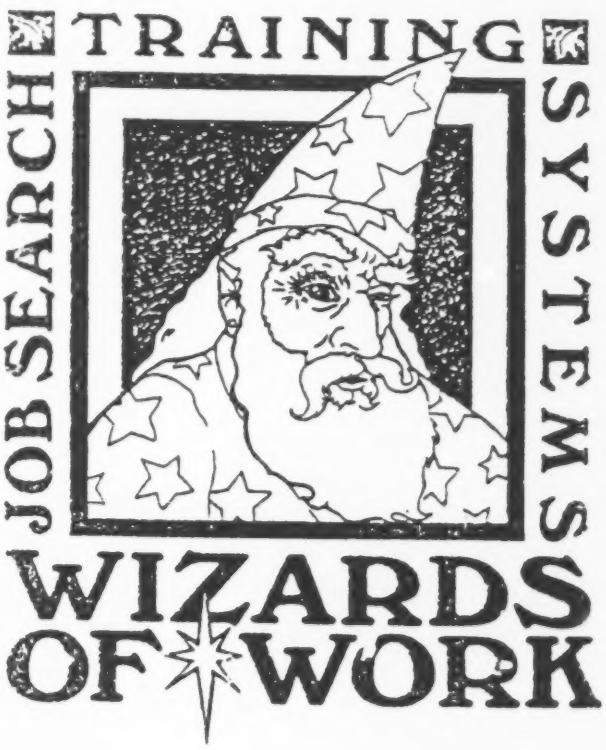

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Project Dates: 7/1/91 - 8/9/91

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Overview

From the perspective of the Job Search Training System's crew we feel this was a very successful project and we feel the following data analysis will bear this out.

A few analysis facts are in order here:

- ☆ All analysis was done "only" on those who didn't quit or weren't terminated.
- ☆ Attendance is considered showing for the job site and doesn't reflect a person having to leave work site because of scheduled appointments, illness, etc.

Unlike many other summer youth employment and training projects. This project was unique in a number of ways.

1. The VA hospital initially rejected involvement with INET. This rejection was based on a history of problems: lack of supervision, poor student discipline, sub-standard student performance and insufficient contact with project operators.

The Job Search Training System's staff was able to counter this rejection with...

a. ...a series of individual meetings with the head of the personnel department.
b. ...scheduling six different presentations to the hospital's department heads.
c. ...direct contact with each supervisor expressing concern about prior years programs.
d. ...a strong guarantee that the Job Search Training System's staff would control the project with an "iron" hand.
e. ...the development of a promotional package sent to each department head.
f. ...a guarantee that we would provide hospital wide staff training and computer access.
g. ...assurance that we would match students to job better than in the past.
g. ...the use of a number of promotional items distributed to hospital supervisors.
h. ...the knowledge that we would generate positive press for the hospital.

2. We utilized a "roving" trainer, along with our regular class room instruction, who met with the students and supervisors at least twice a day to provide one-on-one instruction in areas of safety, job retention and human relations. This also provided daily liaison between supervisors and Job Search Training Systems staff members.

3. The training component and the work component were directly linked together so the students would be able to use much of what they learned in the computer classes in the job which they were performing.

4. The "eleven minute" rule was initiated. We insured that we were able to get one of our staff to any hospital location and solve a problem within eleven minutes of being contacted. This was achieved through the development of a series of electronic communication networks and greatly appreciated by hospital staff.

5. A single rule concept was implemented: "Students were to do what they were told, when they were told, how they were told or they'd be terminated immediately." This was a critical component in the maintenance of discipline and required for the safety of the patients.

Unlike other work sites, a mistake made at the VA hospital (specimens not making it to the lab, students not paying attention to patient needs, X-rays misfiled, etc.) can cost a person their life.

6. This project has received, or will receive, media attention from TV, radio and magazines and will be presented nationally as a model for future project development.

Immediatley after project termination, Dick Gaither presented his results to the Ohio Dept. of Education's Conference and Ohio State Univeristy wants to include project data into national data base for successful operation of summer youth programs.

Dick is also writing a series of articles for national veterans' magazines and will make national presentations about project operation and INET support.

7. We opted for development of three competencies vs. the single set of job specific competencies developed in most projects.

a. basic education in math and language
b. work maturity development Tier I
c. job specific competencies

8. One of the neatest and most unique elements was the development of strong relationships between the sttudents and the supervisory staff.

85% of the students received "going away" presents & parties at the end of the project. Some other bosses actually took the kids out and bought school clothing and supplies for them. Others had supervisors offer them part time employment when school started. Even the aloof doctors wrote letters of recommendation for the kids.

Supervisors regularly submitted letters of recommendation to the Wizard's staff highlighting the quality of work performed by the students. And, supervisors went to bat for the kids when they were wrongfully attacked by staff who didn't want to see the kids in the hospital. We have over 70 signatures and some audio recordings from patients, superivosrs staff, nurses and doctors indicating the quality of the project.

9. Hospital administrators have already asked us if we're going to come back next year and said they'd be ready for double the number, if controlled in the manner of this year. Many supervisory staff have indicated that they'd like to have many of the same kids and that the students really made a difference this summer.

10. Discipline, drugs and fighting never became a concern. Although two kids were terminated for theft, we found no overt use or discussion of drugs, gangs or ways to get back at the training staff. This is especially interesting when taken in the context of our "hard nosed" methods and perception of rigidity.

11. In an effort to offset attendance problems, due to finances, we initiated a "revolving loan program" where the students could borrow, and sign a note, for money during the first weeks of operation. We loaned out more than $200 and got back all of the money except $5.00.

12. Any missed day always resulted in the student getting a phone call from one of the staff. This way they had to be accountable for their time and was required to bring appropriate documentation for their non-attendance or face the possibility of losing their job.

13. Prior to and during project operation, each student received no fewer than three phone contacts from our staff and a letter specifying our demands. We feel this type of continual reinforcement was a big factor in the success of this project.

14. The Job Search Training Staff came in early and stayed late...each and every night. The students were met daily by one of the staff as they entered and exited the building. This again reinforced the idea that we are always around should you need us for anything.

15. We utilized money as an incentive and gave out over $700.00 in bonus cnd most improved workers of the week. This was also a major selling point for VA acceptance and proved to be a highly sought after reward by the kids.

16. We focused very heavily on the use of self-paced computerized instruction in support of the students while at their work site. 1 hour a day was invested in computerized training with the remainder of the time at the worksite. We feel no summer program should be initiated unless computerized instruction is one of it's components.

17. We maintained a strict dress code and required the students to wear silk screened yellow t-shirts and a plastic name tag. This was one of the major factors for success of project. Everyone knew who was in the project and could identify them by name.

We also found this eliminate much of the "peer pressure" to dress above others. The kids hated them, we loved them and used over 100 more than we anticipated due to kids tearing them, forgetting them (???), spilling on them, etc. We demanded the kids always have a nice one.

18. Orientation to the project was very strict, adult and direct. We required students to complete a number of forms for career development, contracts and made them say they "wanted to work at the VA in the service of America's vets.

19. Unlike programs trying to defend their existence vs. evaluate it, we had the supervisors evaluate US and how we were doing. The results showed that strong supervision and frequent contact must be considered a critical component for any similar project. As you'll see, the results of our efforts proved out.

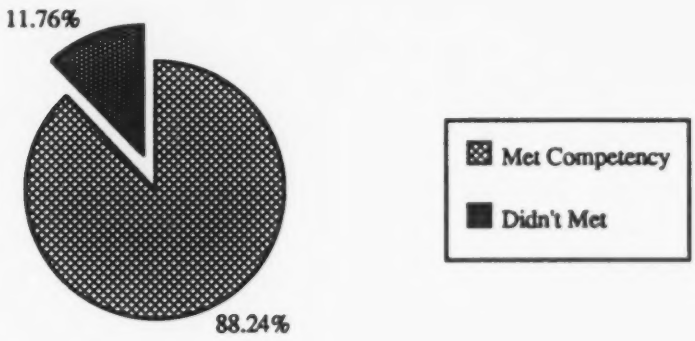
20. We provided computer training, career decision-making and upward mobility training to VA staff during computer downtime and after student work day. All levels of staff participated: administrators, supervisors, GS-level staff, doctors and nurses.

21. We had student work hours scattered. Some beginning at 7:30am thru 3:30pm while others began at 8:30am thru 4:30pm.

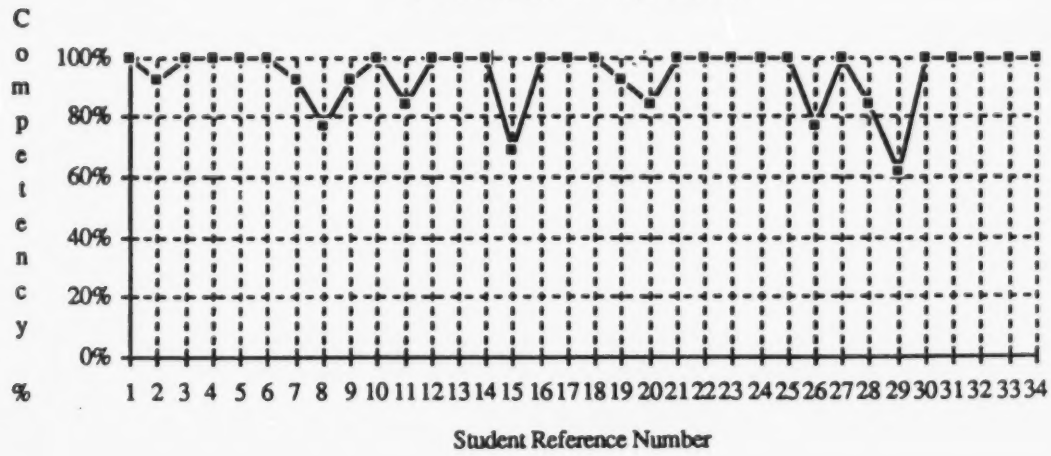
☆ Employee Performance Survey Results Of Survivors Including Work Maturity Analsysis☆

Of the 34 students surviving our project, 30 of the 34 managed to pass INET's employee performance survey. Those not making the grade didn't suprise us. They suffered from attendance problems, lack of exercise completion or very poor academic skills. Even so, most were evaluated as average by their direct supervisor. (See page 21 for more information.)

Employee Performance Survey Results



Performance Survey Results

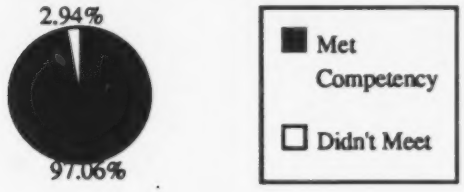


☆ How Well Did Surviving Students Meet Competencies ☆

Tier 1: Pre-Employment Work Maturity Areas

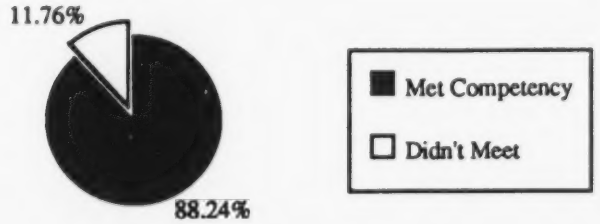
Career decision-making, use of labor market information, application preparation, resume and interviewing, which are linked other INET performance survey requirments yeilded this analysis (see page 4 of this report).

Career Decision Making



Labor Market Information

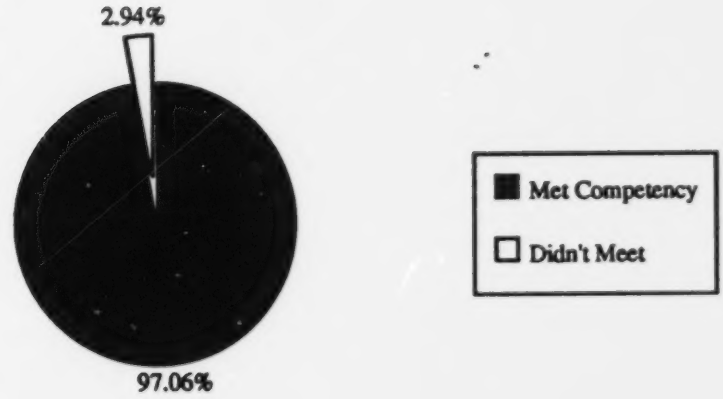
Application Preparation



☆ How Well Did Surviving Students Meet Competencies ☆

Pre-Employment Work Maturity Areas (Cont'd)

Resume Development



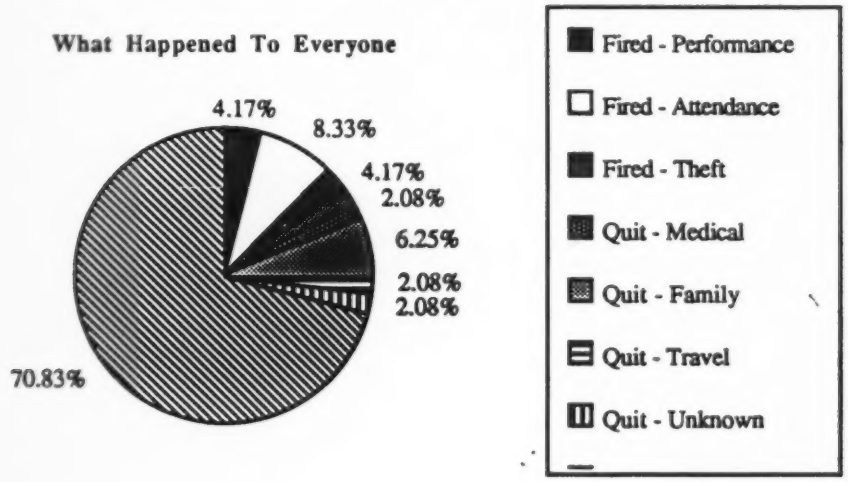
☆ Only The Strong & Reliable Survived ☆

Orientation Figures: We initially were referred fifty (50) kids. Forty six (46) showed for orientation and we had four (4) added to our roles after the orientation to account for the total of fifty (50).

Day 1 Figures: Forty eight (48) kids arrived at the hospital on 1 July, 1991. There were two (2) no shows, no calls to inform. These two were never place on the roles: Toran Armor & Murphy Smith.

Day 30 Figures: Thirty four (34) kids successfully completed the training & work project. 70.83% survived & 29.17% didn't.

The following graphs will delineate what happed to those students who didn't complete.



Fired - Attendance	Attendance %
Bonner, Felicia	44.44%
Phelps, Keith	34.48%
Turner, Andrea	44.44%
Hatcher, Indria	66.67%

Quit	Attendance %
Boyd, Terri - Medical	53.33%
Dorsey, Mark - Family	94.44%
Spinks, Tolana - Family	100.00%
Small, Michelle - Travel	50.00%
Capps, Leslie - Unknown	34.48%
Toole, Lavetra - Family	100.00%

Fired - Performance	
Macklin, Tavin	80.00%
Stevenson, Nicole	100.00%

Fired - Theft	
Doss III, Ken	90.91%
Stewart, Nina	94.74%

Of Special Note: Two of the family related "quits" were because of the kids not behaving properly at home with a third because of death in the family. The travel quit was due to the student not wanting to ride a city bus. They had nothing to do with program operations.

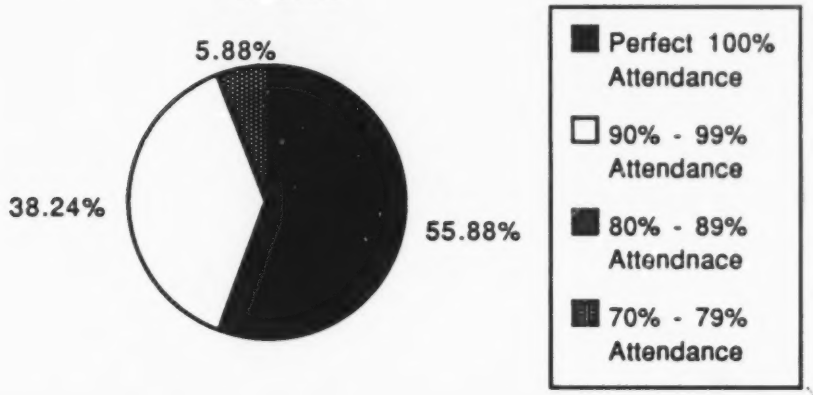
Observation: Based on the intensity of our program model, we feel these completion figures are more than respectable and can be used as a gauge to measure against other similar projects.

.☆ Attendance...Key Indicator Of Success ☆

We didn't know quite what to expect with regards to attendance in a six week, intense training and work site project.

What we found out is that attendance is easily the most critical factor in developing student skills, responsibility to their job and success patterns. The students with the best attendance were, most often, the students with the best evaluations and received the most praise from the VA supervisory staff.

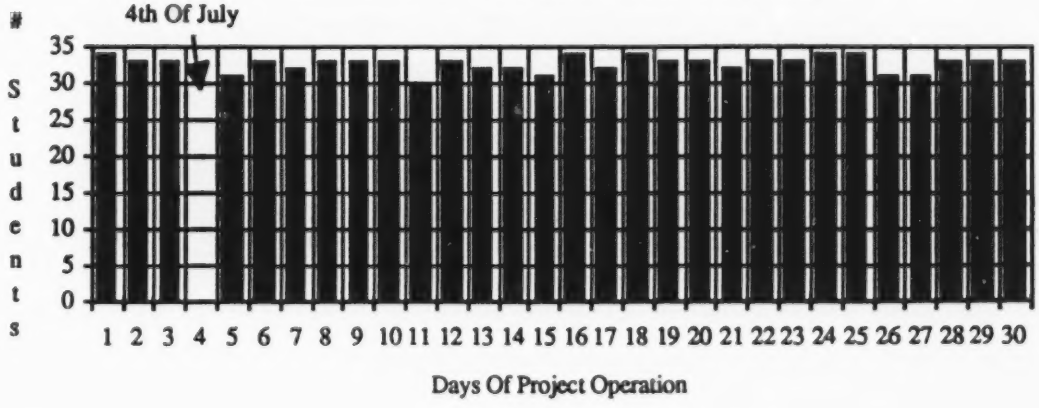
Attendance Percentage Breakdown Of Completing Students



Overall average attendance of those completing projects was a whopping: 96.68%
Overall average attendance of those non-completions projects was: 70.57%
(Both figures are based on the students' days available for work.)

Attendance patterns were also quite interesting. We anticipated high attendance on pay days but found no other pattern evolving except that a couple of students missed a number of days at the end of the project for reasons we weren't able to discern.

Attendance Pattern Of Students Completing

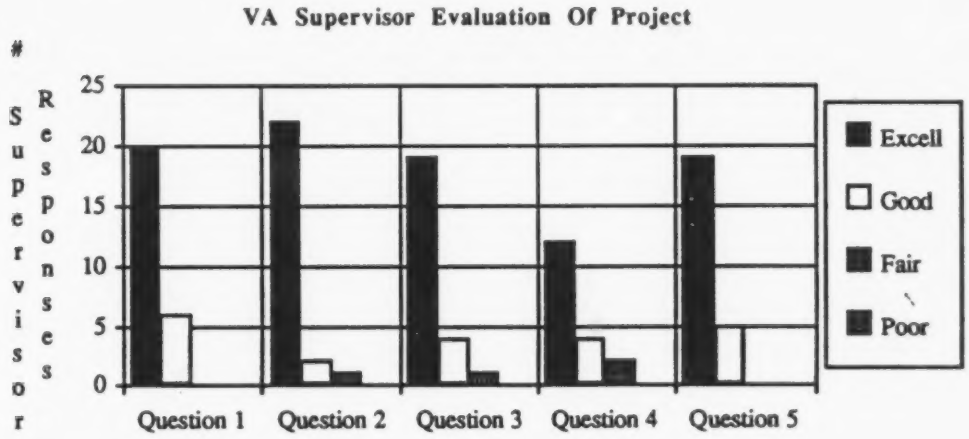


☆ How Did The Wizards Do...
From VA Supervisors' Points Of View ☆

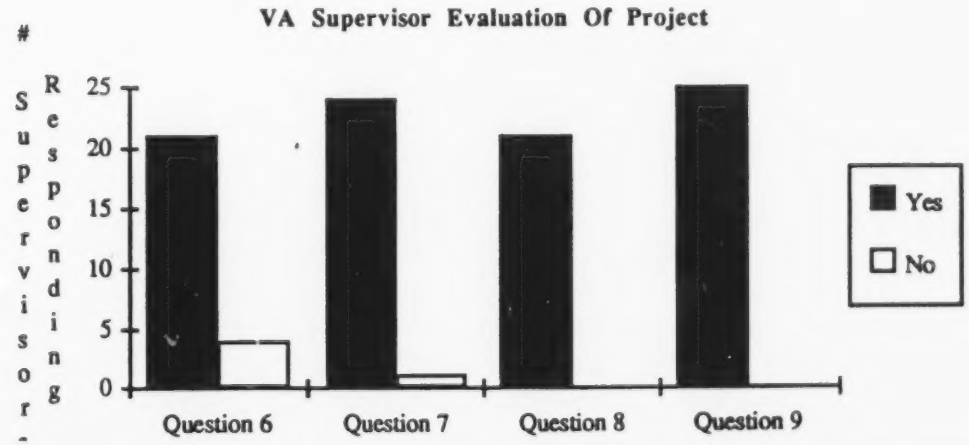
This was one of our biggest concerns since previous projects were thrown up to us regularly. We had each supervisor involved with a kid evaluate the project at the 5th week and the results, although not unexpected, are very pleasing.

Evaluation was based on the following series of questions

#1: Rate the cooperation level of the wizards staff & students.
#2. Rate the wizard's staff supervision of the students.
#3. Rate the wizard's staff quickness in solving problems.
#4. Rate the student's ability to perform assigned tasks.
#5. Rate the wizard's staff on your ability to contact them.



#6. Are the students improving departmental productivity?
#7. Are the students worth the extra effort to train them.
#8. Is this program much better than last year?
#9. Would you like to see these type of projects continue?



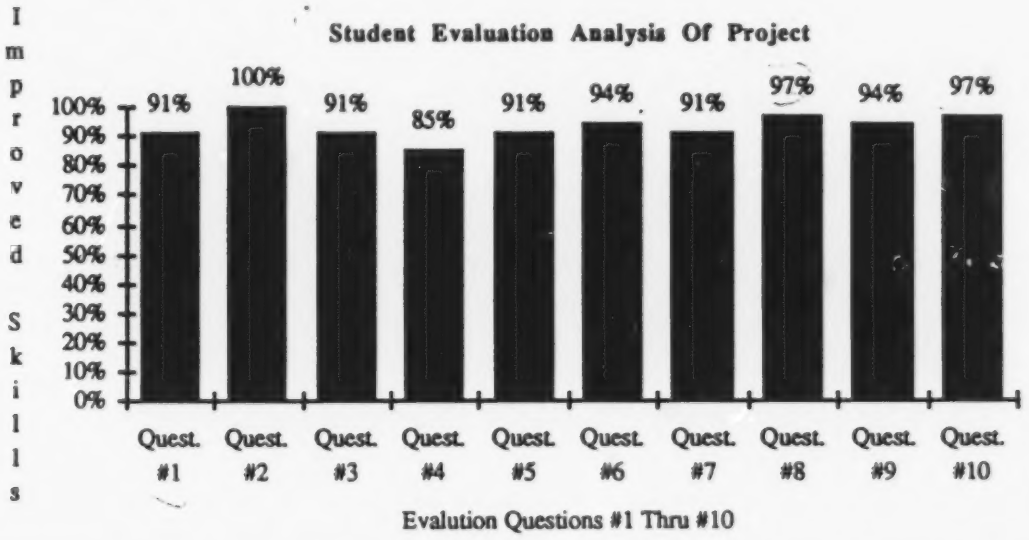
☆ How Did The Wizards Do... From The Students' Points Of View ☆

On the final day of the project we had the students evaluate the program based on the following ten (10) criteria.

1. Would you be interested in working at the VA next year?
2. Do you feel your computer skills improved?
3. Do you feel that your language and vocabulary skills improved?
4. Do you feel that your basic math skills improved?
5. Do you feel that you've learned how to be a more responsible worker?
6. Do you feel you've improve your knowledge of how the labor force operates?
7. Do you feel you've learned more about your own strengths & weaknesses?
8. Would you recommend this type of work/training to your friends?
9. Would you be willing to help a "rookie" student next year?
10. Would you say the Wizards Project was a positive experience for you?

We feel that their response, when coupled with the supervisory evaluations, are indicative of the value of this type of education and training project. We're especially pleased with the students' evaluations, again, in light of the rigid demands placed on the student for excellence at the work site.

We also found it very interesting that our three lowest evaluations came from the three students who had the lowest supervisory evaluations or had lowest scores or had behavior problems throughout the project.



We think these evaluations also point out that a project can be operated with an eye towards real development of the student vs. acquiescence to the students' whims or behaviors and that the student will appreciate the efforts...even though they may not appear to at the time.

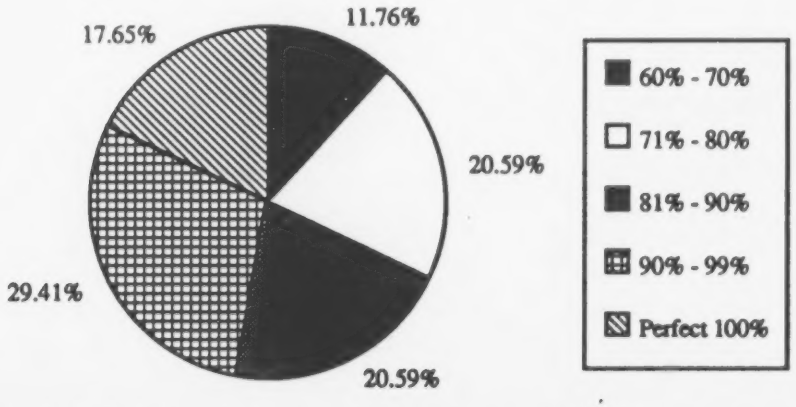
☆ How Did The Students Do...
From The VA Supervisor's Points Of View ☆

We had each supervisor complete a 18 point evaluation on each student during the last week of project operation. Our objective was to hit a student work performance evaluation of 80%. Our focus was on job specific and work maturity issues...only.

Four Observations. 1) We found the supervisors' work performance evaluation scores to be generally consistent with what we observed in CRT and regular contact. 2) We also found the supervisor's to be very honest in almost every case. 3) We had secondary input to insure evaluation accuracy.

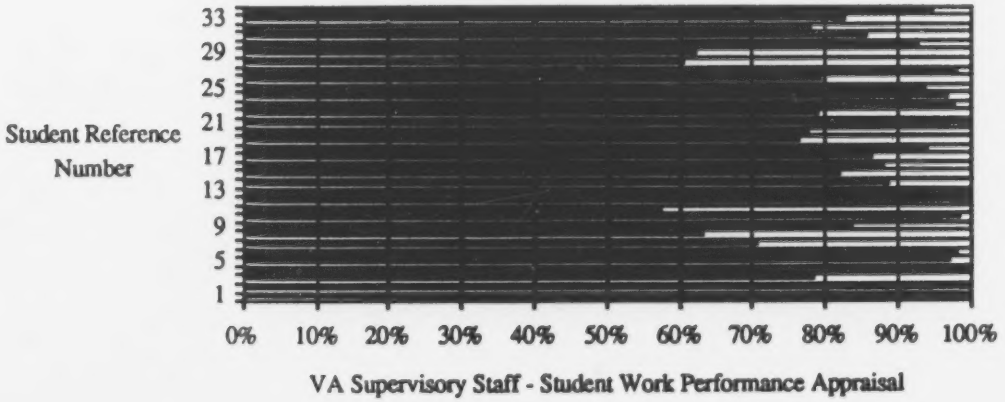
Average student performance evaluation rating was 86.3%.

Supervisor Evaluation Of Student Work Performance



4) We found the students to be worn out at the end of the day and towards the end of the project. The performance evaluations give a pretty good picture of why. They were working their bunns off for the veterans...for the most part.

Supervisor Performance Evaluation Of Students



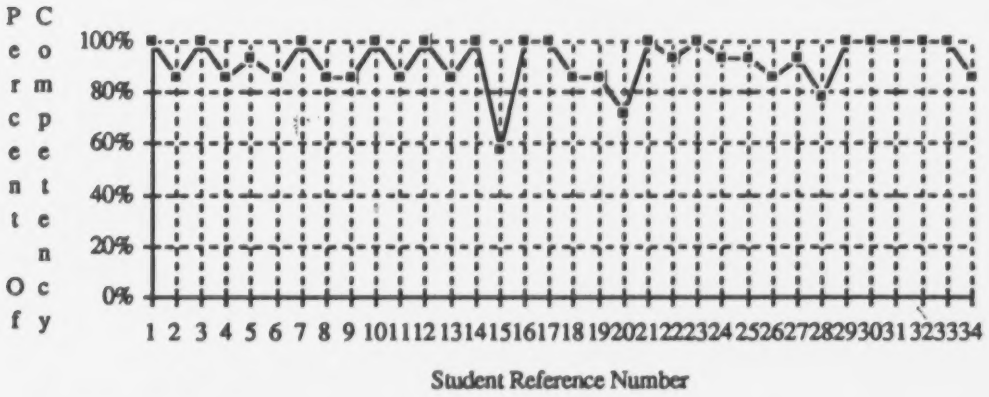
Well Did Surviving Students Meet Competencies ☆

Basic Education: Computer Operations

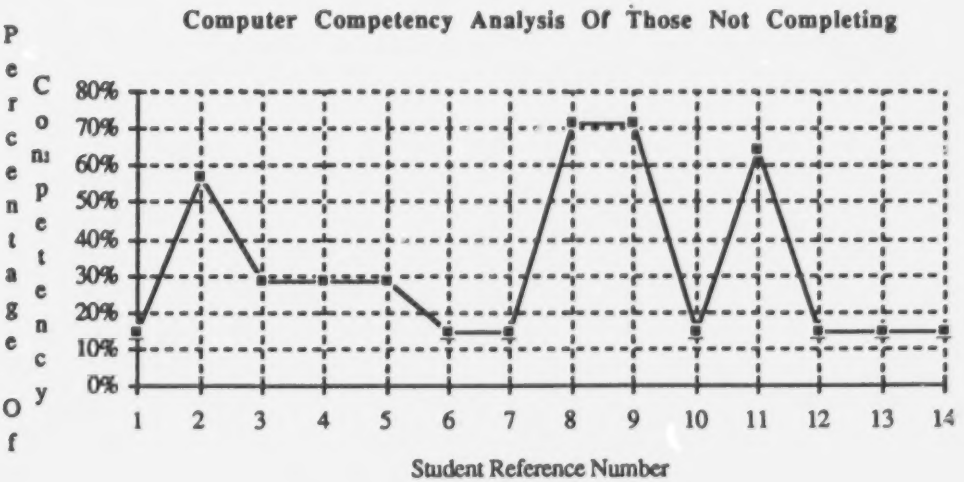
Computer operations revolved around seven (7) measurable areas. Average competency of those completing was 92% and 32% for those not completing.

System Comm. Switch On Boot Up Drive Operation 1	System Comm. Open, Find, Use Calculator Operation 2	Mouse Comm. Mouse Movement Operation 3	Mouse Comm. Click / Drag Double Click Operation 4	Interpret Computerized Directions Operation 5	Utilize w/ Direction Spreadsheets Operation 6	File Command Open - Close Store - Retrieve Operation 7

Computer Competency Analysis Of Those Completing



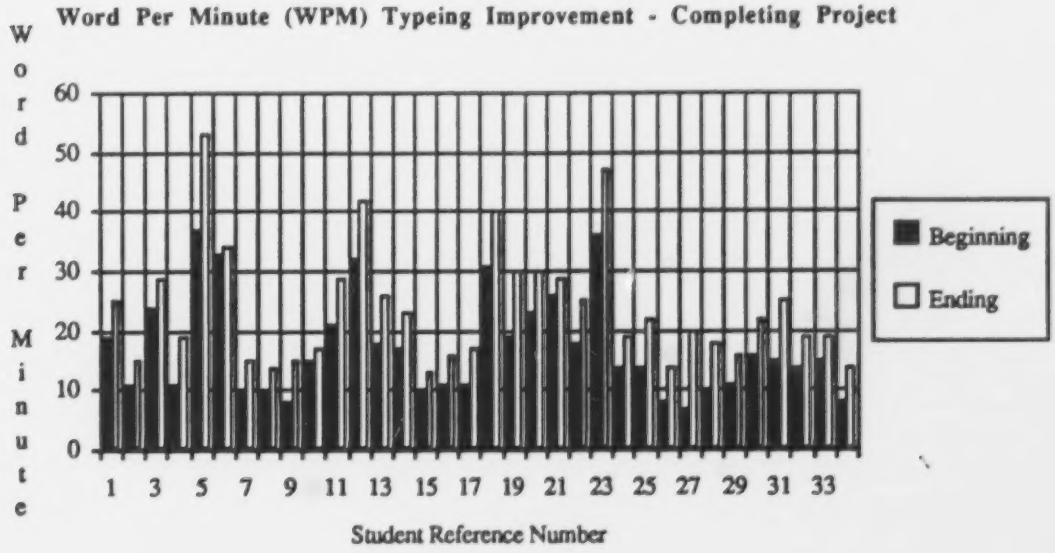
Computer Competency Analysis Of Those Not Completing

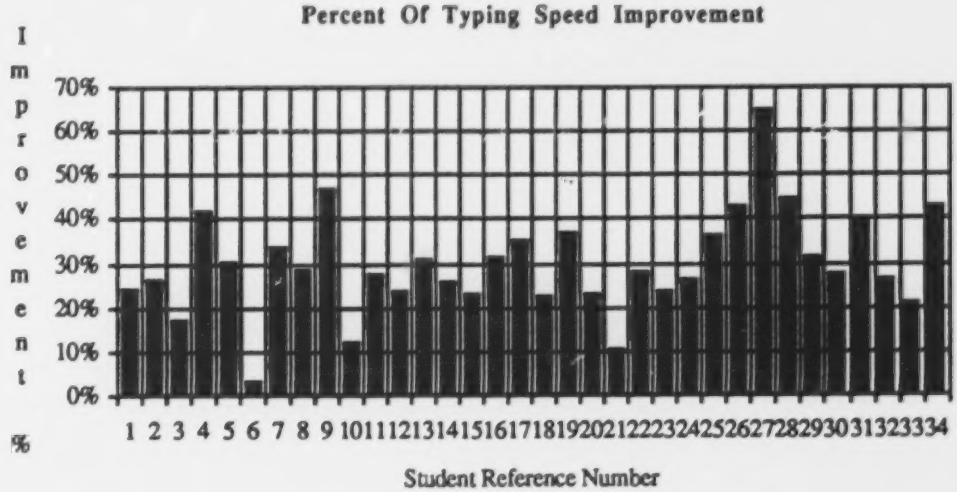


☆ How Well Did Surviving Students Meet Competencies ☆

Basic Education: Self-Paced Typing Tutor

Most of the students weren't at all excited about having to spend time at a computer...learning typing vs. playing games. On balance, this was the one of the top two training element that the students asked for when given the option. We see this as a strong indicator that students need to see results, immediately, and be given a way to challenge each other in a non-physical ways.





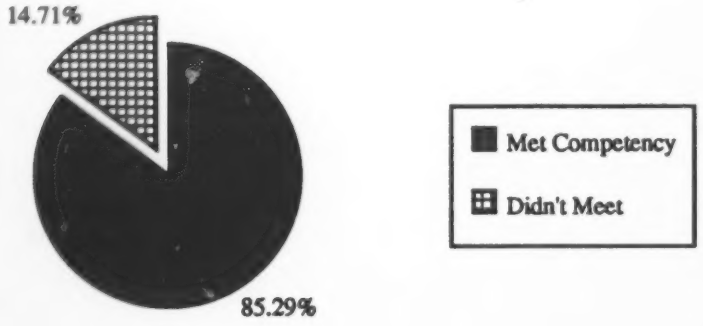
☆ How Well Did Surviving Students Meet Competencies ☆

Basic Education: Fractions, Decimals, %'s

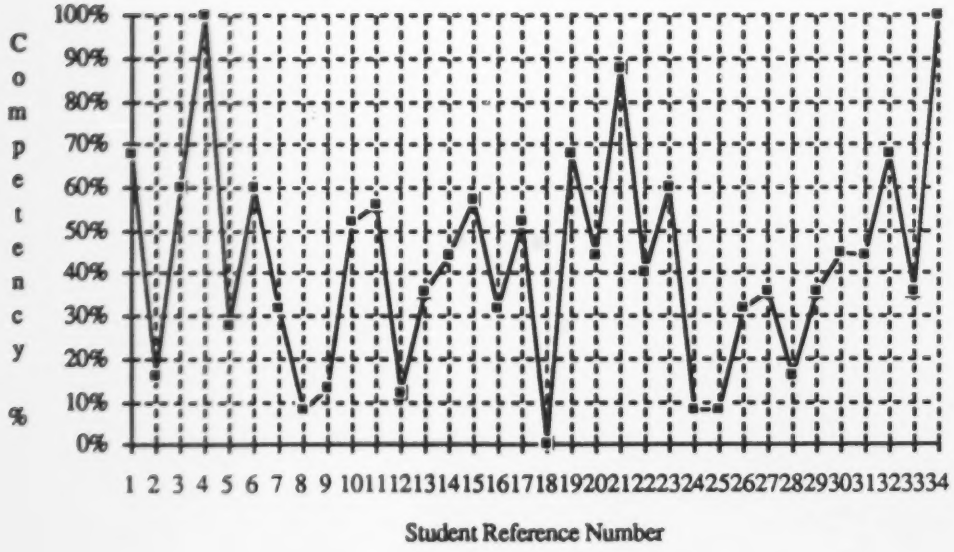
When it came to this area we found the students couldn't function anywhere near grade level. The highest level of achievement we could hit was 6th grade. Not one student was able to work through 6th grade fractions, decimals and percentages without instruction, considerable support, use of computerized aids.

This is also an area that is so integrated into work situations that job performance can be negatively affected unless competency met. Only 29 of 34 achieved sixth grade competency.

Fractions, Decimals & Percentages - 6th Grade Level



Fractions, Decimals & Percentages - 6th Grade Level

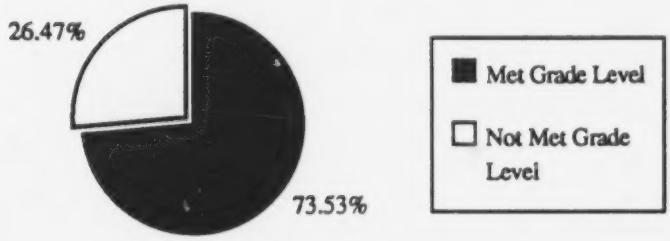


☆ How Well Did Surviving Students Meet Competencies ☆

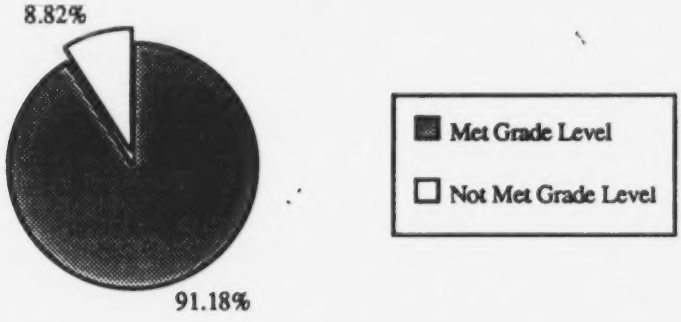
Basic Education: Word Attack Vocabulary

This was another suprise for us. We found students having considerable difficulty with grade level vocabulary. It was obvious that with enough repeating, they can improve.

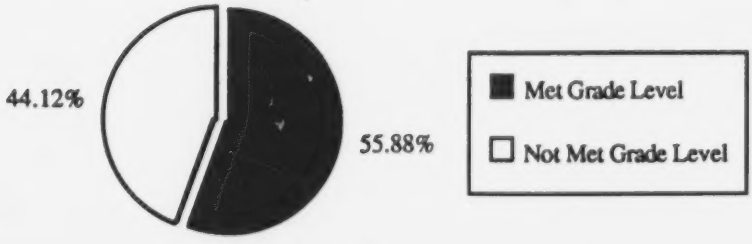
Word Attack - Adjectives - SAT Vocabulary



Word Attack - Nouns - SAT Vocabulary



Word Attack - Verbs - SAT Vocabulary

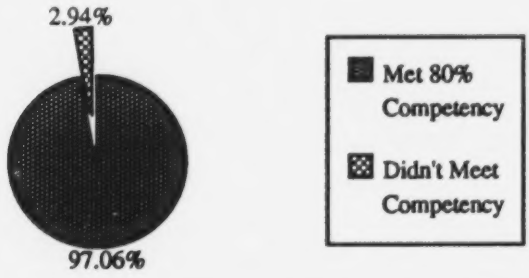


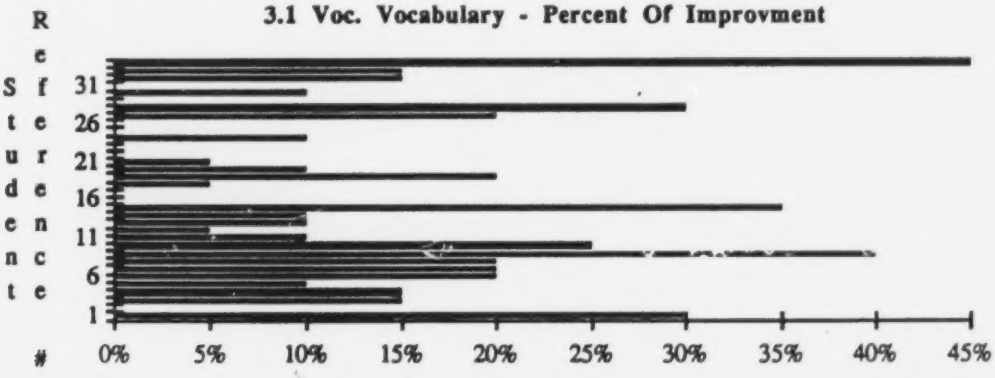
☆ How Well Did Surviving Students Meet Competencies ☆

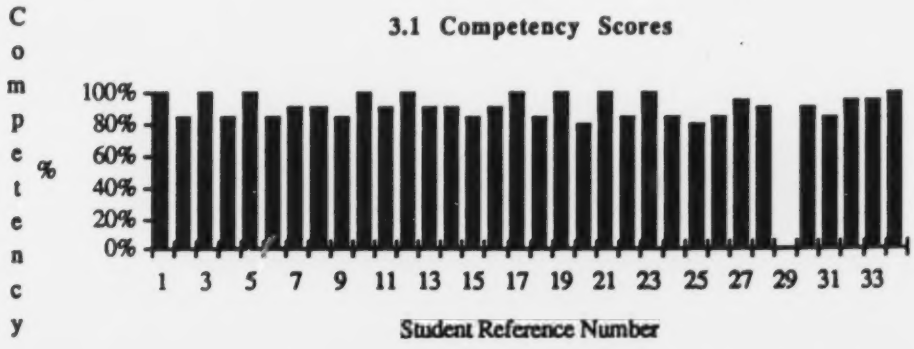
JSC 3.1 Interpreting Vocational Vocabularies

For this set of exercises we developed two (2) vocabulary lists and inserted them into the Word Attack computer program for pre-test and test scores. We found the kids were able to grasp the words quickly with the aid of the computer and class room instruction. **33 of 34 met competency. Average competency was 89%**

3.1 - General Vocational Vocabulary





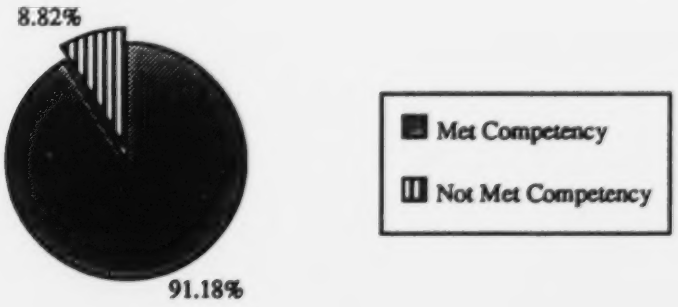


☆ How Well Did Surviving Students Meet Competencies ☆

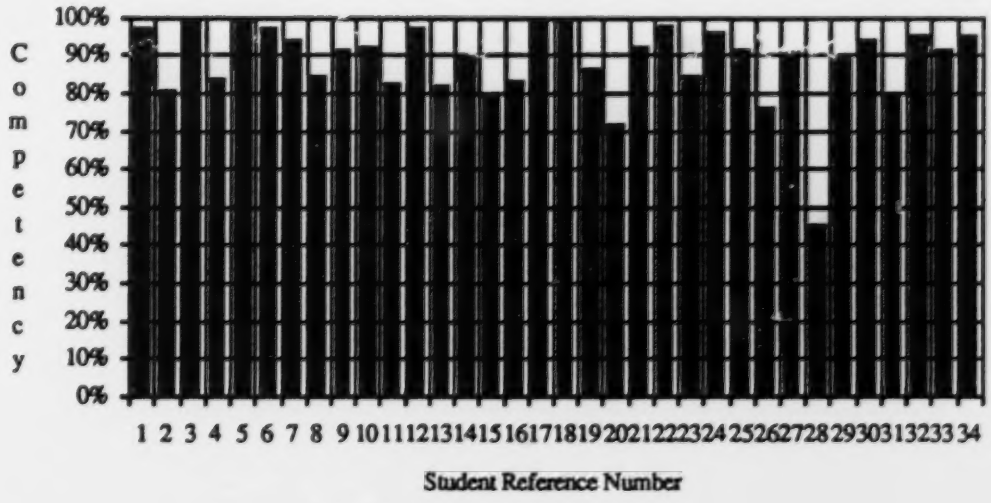
JSC 3.2 Interpreting Written Vocational Materials

A total of twelve (12) separate but related exercises were use to assess this area. Students were required to utilize table of contents, find reference information, interpret reference information, use map legends, glossaries, reference tables, safety materials, job descriptions and evaluation forms. **31 of 34 students met competency w/ 89% average.**

3.2 - Interpreting Written Information



3.2 - Competency Analysis

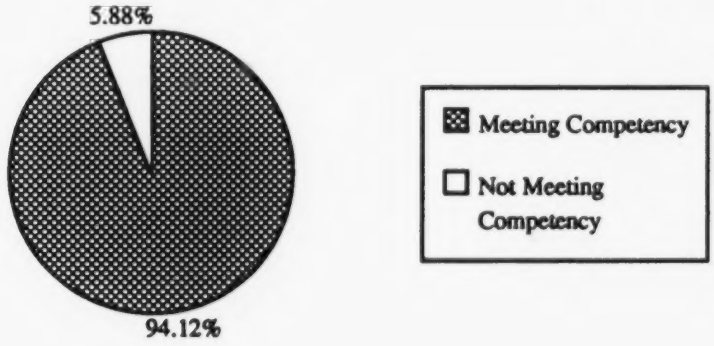


☆ How Well Did Surviving Students Meet Competencies ☆

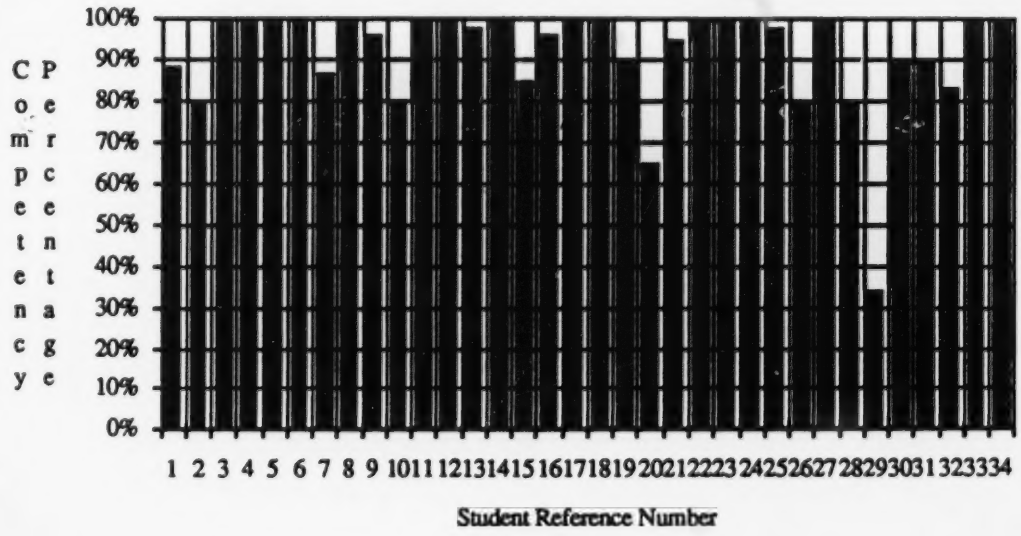
JSC 3.3 Basic Safety & Health

This component was delivered through the medium of verbal and written pre-test and class room training and use of independent "scavenger hunt" type of safety exercises. The exercises used and information delivered are ones advised by VA safety department and safety committee members. **32 of 34 students met competency. Average of 92% competency.**

3.3 - Health & Safety (Percent Survivors Meeting 80%+ Competency)



3.3 Health & Saftey - Competency Analysis

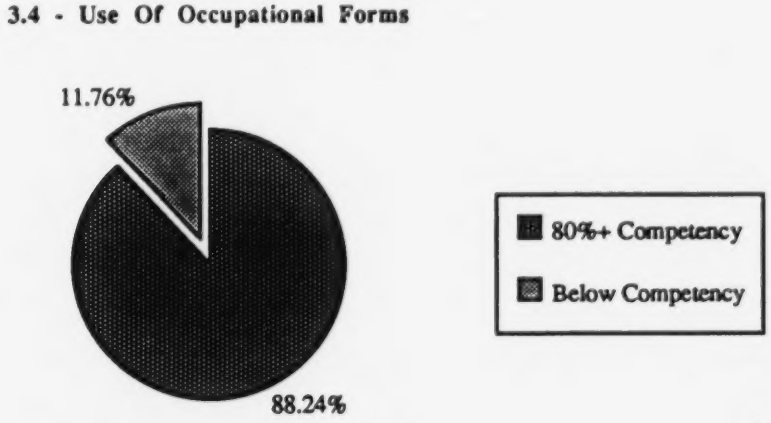


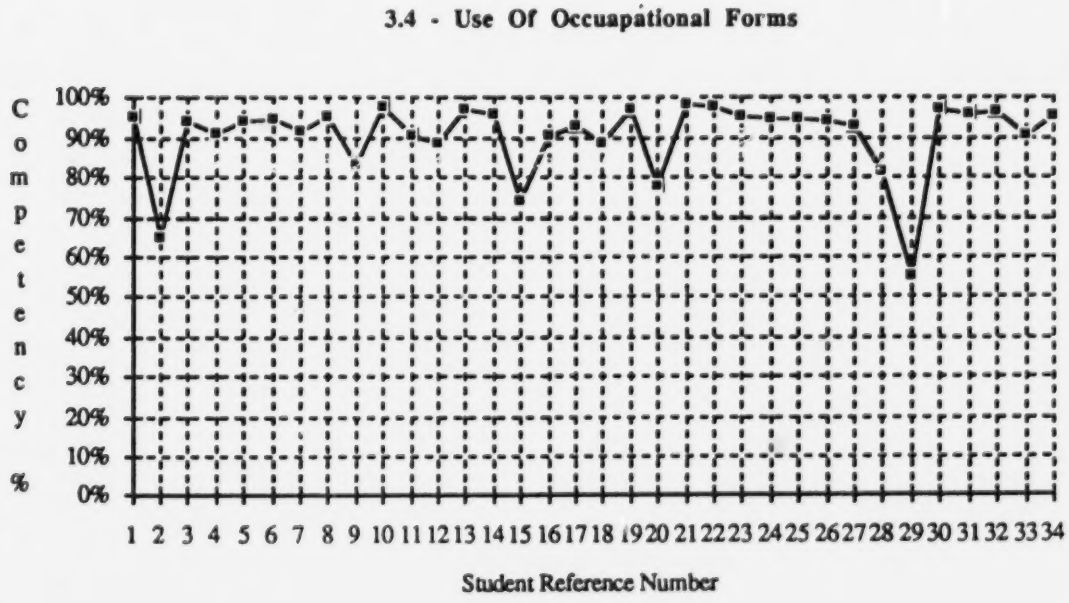
☆ How Well Did Surviving Students Meet Competencies ☆

JSC 3.4 Occupational Forms

We utilized five (5) exercises that required the completion of various forms use within the VA system, universally used W-4 and project operation forms used by us to track loans and time off requests. This is an area where we felt we could have improved in delivery..

30 of 34 met competency. Competency average was 90%.





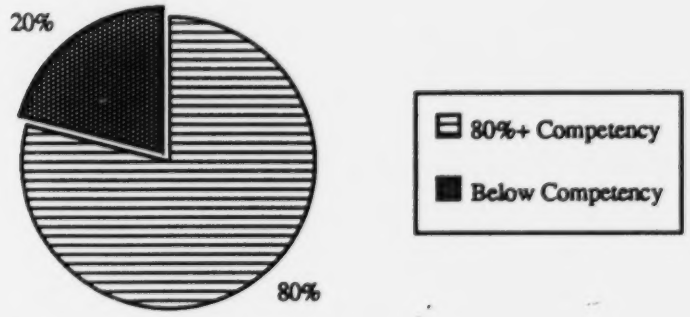
☆ How Well Did Surviving Students Meet Competencies ☆

JSC 3.5 Occupational Math

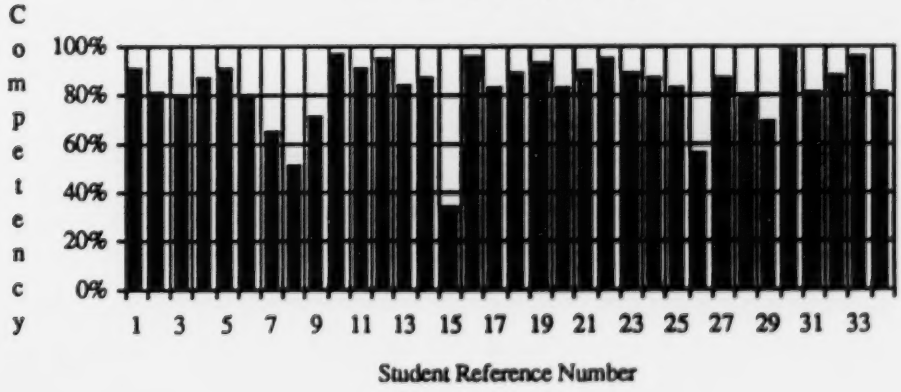
This was the section of instruction that gave the students the highest level of difficulty but also some of the greatest rewards...they could see their scores improve...our objective in this section. We used a wide array of different approaches: computerized instruction, use of spreadsheet to solve problems, written format, household financial items (checkbook, deposit slip, credit card bill, etc.) Virtually of all of the students needed instruction, considerable time and quite a few pre-test attempts before advancing toward competency.

We found student had trouble with even the most elemental of math problems and especially had difficult with hours and pay, story related problems and use of logic. Much more time needs to be spent on this area...even to the exclusion of other training elements. **27 of 34 met competency with an average of 83%.**

3.5 - Use Of Occupational Math



3.5 - Competency Analysis

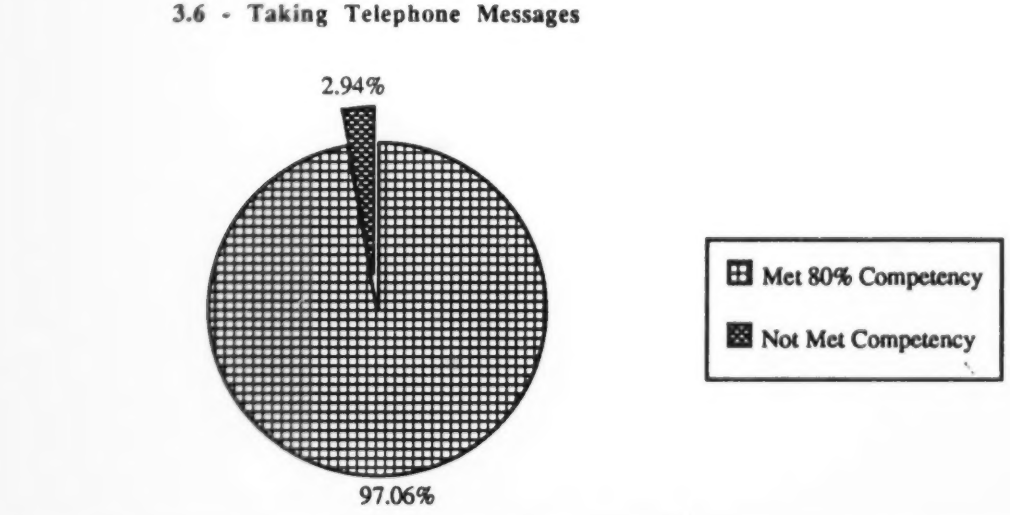


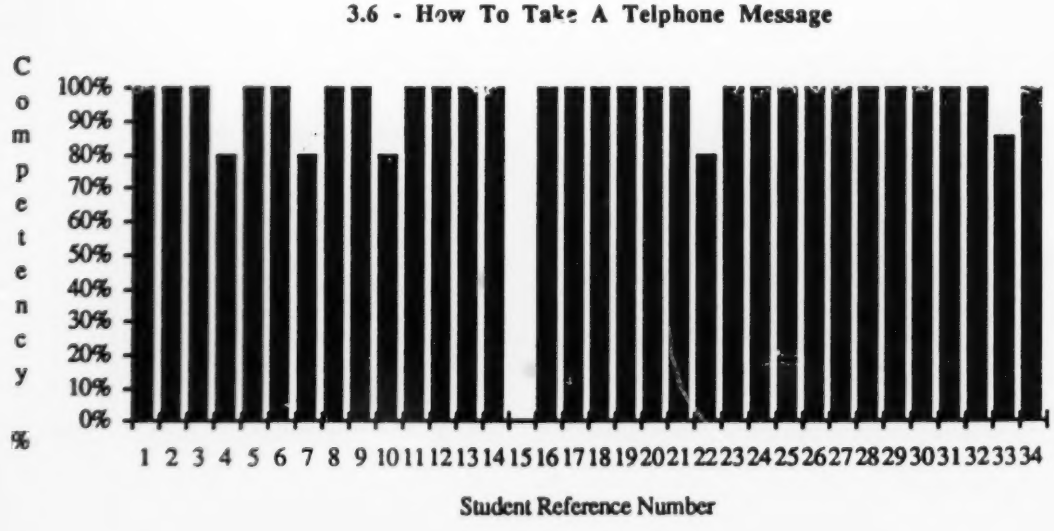
☆ How Well Did Surviving Students Meet Competencies ☆

JSC 3.6 Writing A Phone Message

This is the simplest facet of our instructional mix and required very little effort on the part of the students to complete. They grasped the phone message concept much more than we anticipated due to the fact that many of them had been given instruction at their work site.

Answering phones, taking messages and delivering of message was included in a good number of the students' job descriptions. **33 of 34 met competency. Average 92% competency.**





Dick Gaither's

Summer Youth Earn & Learn Project

What Are We Trying To Achieve?

- Provide 50 Students With 6 Weeks Of Highly Realistic Work Experiences

- Gain National & Local Recognition For Impact, Cost Effectiveness & Innovation

- Provide Computer Instruction To Students, VA Staff & Patients

- Help The V.A. System & The Veterans By Providing A Student Labor Force

- Reduce To Near "0" Any Added Work Or Problems For The V.A. Supervisors

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What's In It For You, V.A. & Veterans?

6 Weeks Of Highly Structured & Closely Supervised Staff & Veterans' Support By 50 Gophers

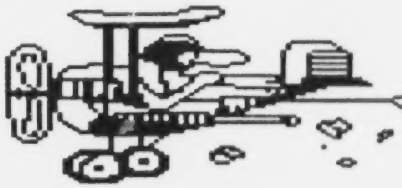
$40,000.00 Worth Of Budget Stretching Man Hours At No Charge To The System

Promotional Opportunities & Recognition Valuable For Future Funding (Articles In VFW, American Legion, VVA, Viet Now Magazines, TV and Newspaper)

Staff & Patient Training & Diversion Or VA Use On Computers Used In The Project

What's In It For The Kids?

- 30 Hours Of Business & Educational (remedial & advanced) Computerized Instruction.
- Each Employee/Student Will Develop 11 Required Work Place & Life Coping Skills, 7 Work Maturity Skills & Varied Job Specific Skills
- Student Job Satisfaction Enhanced Through Interests & Abilities Matching To Job Functions
- Students Can Earn Up To $600.00 Extra For Superior Work Over Period Of V.A. Involvement
- Students Who Combine Work & Eudcational Programs Tend To Graduate And Do Better In Labor Market
- $4.25/Hour For 240 Hours...Will Kéep Them Off The Streets And Out Of Our Houses & Pockets



What Are We Going To Teach?

- How to use MacIntosh computers

- How to use business application programs
  - . financial spread sheet
  - . desk top publishing

- Remedial and self-paced learning
  - . typing tutor
  - . math development
  - . language development

- Career selection
- Interpersonal skills

- Job retention & upward mobility skills

1. Know How To Learn
2. Reading, Writing, Compute
3. Listening & Speaking
4. Creative Thinking
5. Problem Solving
6. Self-Esteem, Leadership
7. Goal Setting/Motivation
8. Career Development
9. Interpersonal, Teamwork
10. Negotiations
11. Organizational Effectiveness

America's

Work Place Skills

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Work Maturity Skills

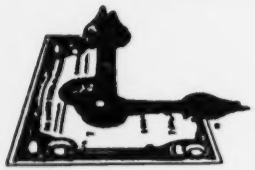
1. **Punctuality**
   . Average Is Not Acceptable
2. **Attendance**
   . Two Day Missed, They're Gone
3. **Appearance**
   . Yes, Dress Code Required
4. **Task Completion**
   . Do It Right The First Time
5. **Positive Attitude & Behavior**
   . Be Nice, Follow Directions Or Be Gone
6. **Peer Interpersonal Relations**
   . Any Argument Is The Last Argument
7. **Supervisory Interpersonal Relations**
   . The Bosses Are Gods For Six Weeks

Why We Want To Land At The V.A.?

- I Want Students To Understand That Freedom Isn't Free & Someone Always Pays The Price

- V.A. Hospital Is Like A Small City With A Wide Range Of Job Functions Under One Roof

- Perfect Use Of Taxpayer's Money...Federal Funds Used By A Viet Vet To Help Students Learn How To Help Veterans.

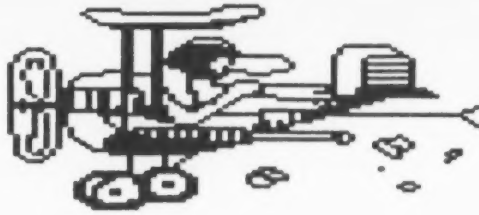


- My Wife Works Here And Can Help, I Know Nurses Here & I'm A Veteran Who's Been Repaired Here

- Health Care Related Occupations Are The Fastest Growing Single Field Of Occupational Clusters

What's The Down Side From Last Year?

Problems		Solutions
Work Performance		Incentive Pay & Pay For Performance vs. Hours
Student Supervision		2 On-Line Supervisors & Daily Contact With VA & Inet Staff
Conflict Resolution		Job Retention Training & Focused On Behavioral Alterations



What Do We Need From Supervisors?

- 25 Supervisors Willing To Accept 2 Student/Workers For Summer Employment
- Identification Of Job Title(s) At Which Students Would Be Able To Work Over Six Week Period
- Willingness To Let Wizard's Staff Know Of Any Student Problem Or Disfunction...Immediately...So We Can Repair Or Terminate
- Willingness To Evaluate Your Student/Workers Each Week...Based On An Easy 8 Point Check List (less than 2 minutes/week)
- Willingness To Have Wizard's Staff Observe Students Performing Their Jobs...@ Least 3X/Day...Reverse Job Shadowing
- Willingness To Treat Students As Entry Level Workers Needing Concrete Direction vs. Disadvantaged Students Needing Counseling
- Willingness To Help Wizards Staff Define Skills & Abilities To Be Used & Developed By The Student/Workers

ATTACHMENT I - b
SUMMER JOB TITLE AND TRAINING DESCRIPTION

Office Use Only
DOC Code:
Hourly Rate:
Emp. Age:
Start Date:
End Date:

Employer Name: _____

Position Title: _____ No. Positions _____

Position Supervisor: _____
Name Title Telephone No.

Working Hours: Starting time: _____ Ending Time _____

Days Worked Per Week: Mo Tu Wd Tr Fr Total Hours Per Week: _____

Would You Consider Employing Students on a Half-Day Basis? Yes ___ No ___

Work Location for Students: _____
(Specific Address)

Is This Location Accessible by Metro Bus Service? Yes ___ No ___

Position Duties and Responsibilities: (Be specific, please.)

1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

Tools and Equipment Used by This Position:

1. _____ 3. _____
2. _____ 4. _____

Position Skill Requirements:

1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

Minimum Skills Required in Students Referred:

1. _____
2. _____
3. _____
4. _____
5. _____

Skills to be Developed or Reinforced While the Student is Employed at Your Worksite:

1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

INTERNATIONAL ASSOCIATION of PERSONNEL in EMPLOYMENT SECURITY

THE OHIO CHAPTER

Presents This Certificate Of Appreciation To

RICHARD GAITHER, PRESIDENT
JOB SEARCH TRAINING SYSTEMS
HONORABLE MENTION - 1990 VETERANS SERVICE AWARD

In Recognition For Services Rendered To Ohio Veterans

Given this 3rd day of May, 1991

Chapter President

Student program aids job search

By TONY SCIOTTO
Times Staff Writer

TERRE HAUTE — A new program for high school students in five area counties, including Clay, will help students learn more about the job market and help them find jobs.

Project Search, the first program in Indiana public schools to include job search techniques in the classroom, was developed by local vocational educational directors and the Western Indiana Private Industry Council Inc. to help ease the transition from school to work.

Patrick Dougherty, executive director of WIPIC, said Friday during a press conference at the Vigo County Library that the program will extend for one year until January 1986. He said the WIPIC will pick up the expense and help to expand the program if the first year proves to be a success.

"IT WILL help people know whom to contact and how to handle themselves when looking for a job," Dougherty said.

The WIPIC requested funding for Project Search from the State Board of Vocational and Technical Education. The SBVTE is the administrator of the Governor's 8 Percent Education Coordination funds under the Job Training Partnership Act. These funds provide for new and innovative training programs.

Anticipated funds are $50,000 for the first semester and $40,000 for the second.

Dick Gaither, job search expert and training director for Job Information and Seeking Training Works Inc., Indianapolis, said the program would decrease unemployment figures by teaching students how to find jobs.

"The problem is not unemployment. It is people scared to go look for jobs. That's what we are trying to teach, a life skill," Gaither said.

IN CLAY County, the program will be tested by 481 vocational students. The program will begin following an In-Service Workshop for vocational education teachers at 9 a.m. on Feb. 23 at the Terre Haute Holiday Inn. Clay County has 12 teachers in the vocational education department.

Jack Stark, director of vocational education for the Clay Community Schools Corp., said the first step of the program is talking to teachers.

"We have to go to the teachers and sell them on the idea of going into the class and teaching about job interviews for a week," Stark said.

He said the program goes beyond the usual curriculum. "The students will have skills upon leaving high school, but they have to learn to apply those skills in order to get a job," Stark said.

The program includes 15 schools and approximately 4,000 students in the five-county area.

New program

Local planner

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Project Search, a program to help students with finding jobs after graduation, was announced Friday at a press conference at the Vigo County Library. Shown discussing the program are (from left) Jon Cottrell, director of vocational education for Vigo County; Western Indiana Private Industry Council Inc.; and Dick Gaither, training director for Job Information and Seeking Training Works Inc. The program involves five counties, including Clay, and 4,000 students. (Times photo by Tony Sciotto)

Jack Stark, director of vocational education for Clay schools, listens to the announcement of a new jobs program. He will help implement the program locally

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Cumberl
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Cumberland Evening Times, Cur
Thursday, March 7, 1985

CAREER CONSULTANT VISITS — A nationally known career consultant and author, Richard Gaither, is on a three-day visit to Allegany County to advise students on methods of obtaining a job and procedures to use for job interviews. Seated from left are: John E. Frank, supervisor of federal and state projects for the Allegany County school system; Gaither; John Valenzan, school youth employment teacher coordinator, and Steve Wilson, vice principal at Oldtown, one of the schools visited by Gaither. Standing, same order, are: Charlene Platter, Western Maryland Consortium counselor; Michael Browning, Oldtown School counselor, and Glenn DeHaven, Oldtown principal.

Career Consultant, Author Visits County Public Schools

Richard Gaither, a nationally known career consultant and author, is visiting schools in Allegany County to assist students in preparation for job seeking.

The visit was coordinated through the federal office of the Board of Education and is made possible through a grant from the Maryland State Department of Education and the Western Maryland Consortium.

John E. Frank, supervisor of federal and state programs for the school system, is director of the visit assisted by John J. Valenzan, youth employability teacher/coordinator.

Gaither can identify 37 job changes in his career, and posseses a practical knowledge of job search techniques that is rare in the "placement" field.

Most recently, Gaither has been training director for JIST Works, Inc., of Indianapolis, and chief trainer for JOBFIND, which Work Force Communications provides to private career schools as a training service.

Gaither is co-author of *The Work Book: Getting the Job You Really Want (JIST Works).*

During his visit to Allegany County public schools, he meets with students in schools throughout the county, instructing students on methods of obtaining jobs and proper procedures to use during an interview.

His schedule included Oldtown, Allegany and Mount Savage schools Wednesday, and Beall and Bruce Thursday

(Continued on Page 14)

Career Consultant

(Continued from Page 13)

morning. Thursday afternoon he will address the Western Maryland Consortium. Thurs-

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The Fourth R: Workforce Readiness

by Dorothea
Leland Reynolds
Town Talk Reporter

From the moment you spied the fellow who was going to moderate the five-hour meeting, you knew it wasn't going to be dull.

Dick Gaither's ponytail came down to about his waist, and he was thoroughly enjoying a lollipop. And he had much information to offer those in industry, business, politics and education, who attended the much-touted Fourth R: Workforce Readiness Symposium, sponsored by the Delaware County Chamber of Commerce, at the Pennsylvania Institute of Technology, last Saturday.

Congressman W. Curtis Weldon, the first speaker painted a rosy picture of 10,000 new jobs along the waterfront in the next ten years IF the county's leaders in every field can solve all the problems facing us.

Dr. Theodore Hershberg, director for the Center for Greater Philadelphia, expressed unhappiness with what we are teaching in the schools as the new era of a service economy arrives. He said that by the mid-90's, the Philadelphia region could become a world class region with millions of visitors.

"Local schools are the solution," he said. "People will have four to five changes in their work skills during a lifetime. It will be a learning process from the cradle to the grave."

Dick Gaither

A panel, led by Gaither and composed of Richard Foley of Boeing; Theresa Heintz, of H.G. Heintz; Carl Russell, RDC Institute; Robert McIntyre, AFL-CIO; Kenton Keiser, Pennsylvania School Boards Association; Susan Schubert, Pa. State Education Assn.; Gwen Coltman, Delaware County O.I.C.; Dr. William Fitzpatrick, superintendent of Great Valley School District, and Temple Asst. Professor Dr. Robert Nagle, then moved into a free-wheeling discussion with the 100 members of the audience.

It was suggested that parents provide better linkage with teachers; that students somehow learn the simplest of work ethics; that the attitude toward vo-tech schools must change, and people must consider it a "path to success;" business leaders should visit the middle schools when youngsters' job goals are being formed; and that more money is needed.

"If you pay peanuts, you are going to have monkeys to do your work," said Gaither.

After a working luncheon, dozens of solutions were presented as the day ended; more role models are needed; the group should begin to network to find the answers, one small part of the complex problem at a time; and to make use of the Chamber's Speaking Bureau.

43

50

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Dick Gaither
Wizard Supervisor

First of all, I just want to stress that the Wizards consisted of a fine group of teenagers. When it comes to our teenage generation these days, all you hear about is the negative side and criticism.

Well I want to say something positive about a particular Wizard, Quintez White. Even though Quintez didn't work in my department I've observed how well mannered he is. I never saw him playing around or talking loudly in the halls nor at his work station. He always seemed to stay busy, and goofing off wasn't his main priority while at work. He showed respect and concern for patients as well as employees throughout the hospital. I'm sure that if I'd needed him to run an errand there wouldn't have been any hesitation from Quintez.

Quintez is a young man that will do well in whatever he chooses to do in the future. He is a prime example of what our teenagers are capable of. and this should let our society know that it takes some encouragement from everyone.

I hope Quintez keeps up the good work, and I would recommend him for <u>any</u> job.

Sincerely,

Debra Lewis

Debra Lewis
VA Medical Center
Secretary.
Audiology/Speech Pathology

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Richard L. Roudebush
VA Medical Center

1481 West 10th Street
Indianapolis IN 46202

Department of
Veterans Affairs

In Reply Refer to:

To: Mr dick Gaither,

This letter is in regards to Crystal Carney, a participant of the Wizard at Work program. Crystal has been a great help to us in the fileroom. she has been very reliable and courteous. She has really lightened the load on all of us. We appreciate her dearly. Good luck crystal.

Medical records Expediters,

Belinda Markey
Michelle Montgomery

Richard L. Roudebush
VA Medical Center

1481 West 10th Street
Indianapolis IN 46202

Department of
Veterans Affairs

In Reply Refer to:

To: John Baker and(or) Dick Gaither

In reference to Crystal Carney, a wizard of work. She has truly lived up to the program title. Crystal has been a great help to me. Crystal helps log in and log out the charts that come from the other VA's. It is a time consuming job, but she has help cut the time down considerably.

I just wanted you to know that she has been a great asset, and that she will be missed!!

Alicia Pence
Medial Records
Transfer Clerk

[illegible]

TO WHOM IT MAY CONCERN I WOULD LIKE
TO GIVE CRYSTAL DARNEY A VERY GOOD
RECOMMENDATION. FOR THE AGE SHE IS
THIS YOUNG LADY HANDLED HER SELF IN A
VERY MATURE MANNER. SHE WAS VERY HELP-
-FULL IN HER DUTIES SUCH AS HANDCARRIES.
PLEASE SEND CRYSTAL TO THIS DEPT AGAIN.
I WILL ALSO HAVE CAKE FOR HER FRIDAY.
YOUR,E MORE THAN WELCOME TO COME DOWN.
THANK YOU VERY MUCH MS.TUTT

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Veterans Administration

Memorandum

Date AUGUST 8, 1991

From CHIEF, CANTEEN SERVICE

Subj HIGHLY SATISFACTORY WORK PERFORMANCE

To WIZARD PROGRAM/WHO IT MAY CONCERN

IT WAS A PLEASURE TO HAVE SHELITA DAWSON, ASSISTING THE CANTEEN SERVICE AT THE VA MEDICAL CENTER, INDIANAPOLIS.

SHELITA WAS A GOOD EMPLOYEE. SHE PERFORMED HER ASSIGN TASK IN A TIMELY MANNER, VERY PROFESSIONAL WITH THE CUSTOMERS, AND WORKED WELL WITH HER CO-WORKERS AND FOOD SUPERVISOR.

THE VETERANS CANTEEN SERVICE WELCOMES THIS PROGRAM AND IT'S WORKERS IN THE FUTURE!

THANK-YOU

DENNIS BERNHARDT
CHIEF, CANTEEN SERVICE

CANTEEN #583
RICHARD L. ROUDEBUSH, VA MEDICAL CENTER
1481 WEST 10TH STREET
INDIANAPOLIS, IN 46202

VA FORM SEP 1984 2105

Richard L. Roudebush
VA Medical Center

1481 West 10th Street
Indianapolis IN 46202

Department of
Veterans Affairs

In Reply Refer to

August 7, 1991

Dear Employer:

I am happy to recommend to you Kisha Pinner for a position with your organization. Although Ms. Pinner worked with us for only a 6-week training program, she demonstrated a maturity and professionalism not often found in those of her age group.

Ms. Pinner was punctual and dependable in her attendance. She follows directions well and shows a concern for providing quality work. We discovered that she learns new tasks easily and that she completes tasks quickly. She also works well with others and gained the admiration of our regular staff members, who would love to see her work with us in the future.

With these good qualities and additional experience, I believe Ms. Pinner will do well in most business settings. Please contact me at (317) 635-7401, ext. 2525 if you have any questions or if you would like more information.

Sincerely Yours,

Michael N. Huck, M.A.
Administrative Officer
for Research & Development (151)

Veterans Administration

Memorandum

Date: August 5, 1991

From: Tamara Slaughter TS
Hypertension Clinic

Subj: Commendation of Wizard Quintez White

To: Dick Gaither

1. I would like to commend the hard work Quintez White has done for me over the past few weeks. He is mature, responsible and conscientious young man who has proved himself invaluable with his willingness to work and his winning personality.

2. With a new nurse practitioner in the clinic, it has not been easy for me to assist her and keep up with my daily duties. Quintez, while not specifically assigned to me, would always check to see if I needed any help whenever he had a free moment. By xeroxing patients' notes, running charts, and filling out change of appointment letters for me, Quintez was instrumental in keeping me from falling behind. He even brought me a doughnut one day when I forgot my breakfast, and I hadn't even asked.

3. I feel I have adequately expressed my thanks to him personally but I feel his supervisors should be made aware how truly impressive this young man is. If you have any questions, please feel free to contact me at ex 2711.

VA FORM APR 1985 2105

☆ U.S.G.P.O.: 1988 - 202-991/82985

NET

News Release

Contact: **Alicia Charwick**
Indianapolis Network
for Employment and Training
684-2211

Date: **July 29, 1991**

For 43 teens at the Richard L. Roudebush Medical Center on West 10th Street the workplace is truly a learning place. They are participants in a program called the Wizards of Work, sponsored by the Indianapolis Network for Employment and Training and coordinated by Dick Gaither's Job Search Training Systems.

Gaither, a former Army trainer, tells the kids, "I am not your teacher, counselor or therapist. I am your boss." Rules are tough and disobeying results in immediate firing: no absenteeism, no tardiness, no talking back, no stealing and no "goofing off." Before they began work he had each one promise, "I want to work in the VA hospital helping American vets."

The junior high and high school students—all at risk and disadvantaged youth—work in almost every department of the facility from the basement laundry room to the fifth floor nursing unit to the front office desk. They spent seven hours on the job supervised by VA staff and Gaither and his trainers and evaluated by other hospital workers and the veteran patients. Each day they work for an hour with Gaither learning computer skills and upgrading basic math and language.

The kids are thriving. One boy, the worst student academically, is learning basic building geometry and measurements from his VA supervisor. A girl, a senior at Howe High School who is called "my star" by a veteran patient, is receiving special atttention. Her supervisor, a clinical nurse administrator, is helping her get into nursing school on a scholarship.

The Wizards of Work program, which ends August 9, is holding an open house August 6, 9 a.m., Richard L. Roudebush Medical Center, 1481 West 10th Street.

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DEPARTMENT OF VETERANS AFFAIRS

Memorandum

Date: August 1, 1991

From: Secretary to the Associate Chief, Nursing Service (118)

Subj: Outstanding Performance - Tineka (Shawn) Cole, Wizard of Work

To: Dick Gaither, Coordinator of Wizards of Work

1. I would like the opportunity to express the outstanding job performed by Tineka (Shawn) Cole, Wizard of Work. Tineka has assisted me with very important duties. i.e. Tuesday we spent the day going around to all the wards and replacing hospital memorandums, which included approximately 34 services, with each service varying in the number of memorandums, in the ward's manuals. Shawn was very helpful in this lengthy task. Shawn displays a polite and mature manner in her role.

2. Please express my thanks and appreciation to Shawn for a job well done during her tour here.

3. In closing, I would like to extend my thanks to you and Mr. Baker for a program that was an asset to our hospital this year. The improvements were much needed and appreciated.

Melissa Mattingly

Melissa Mattingly

VA FORM MAR 1989 2105

Richard L. Roudebush Medical Center
1481 W. 10th Street
Indianapolis, IN 46202

Department of Veterans Affairs

July 31, 1991

In Reply Refer To: 583/00

Dick Gaither and Staff
Wizard of Work Program
Indianapolis, IN

SUBJ: Recognition of Akin Mankinde

1. On behalf of the Director's office, I would like to recommend Akin Mankinde to receive a bonus for outstanding performance. Akin is a mature young man and has demonstrated professionalism in our office setting.

2. Work has entailed: typing (letters, memorandums, agendas, and newsletters which have been distributed throughout the medical center and nationwide), coping, cancelling meetings, faxing, running errands, and reorganizing, filing and idexing Federal manuals. His computer knowledge in regards to Microsoft Word and Microsoft Excel is excellent. Akin established a statistical layout in Microsoft Excel, with minimal help, which was presented to the Director, Associate Director, Assistant Director and the Chief of Staff. I was very impressed with his innovation.

3. Akin has shown team spirit. He has never complained of the tasks given to him and is willing to assist. Work is also accomplished a timely manner.

4. Since Akin has been with us, he has been punctual and his whereabouts has never been questioned.

5. Overall, it has been a joy to have Akin work with us. He has been a great asset to our team and we highly recommend him for a bonus, Mental Attitude Award, or Youth Student of the Summer.

Angela Taylor
Secretary to the Associate
Medical Center Director

"America is #1—Thanks to our Veterans"

To [illegible] SICU

We would like to submitt Shamika Lamar for a special Cash award. She has always done her job well however this past week she has initiated duties on her own without constant direction. Shamika has worked in three areas this week and is always willing to do whatever is asked of her.

Janelle Barber, RN
S. S. Harding, LD
Dorothy C. Barbuto, RN
Renetta Pickel, RN
Brenda Marshall, RN
Mary Hinds, RN
Lynn Wickliffe, RN

BEST COPY AVAILABLE

I have had the pleasure of working with Antoinette Allen for the last couple of weeks. She has been exrtemely helpful to me. Antoinette was not assigned to my area but, has gone out of her way on a daily basis to stop in and offer her assistance. Antoinette has been extremely nice and helpful to both the patience and the house staff. Antoinette has been an assett to your organization and ours.

Sincerely,

Sheri A Vermillion

Sheri A. Vermillion

July 31, 1991

I have worked with Quintez White since July 1, 1991. He has been a pleasure to work with. He has learned his daily tasks quickly. He has been able to do his daily work with little to no supervision on a daily basis. Quinn has been very pleasant and helpful to all of the patients and house staff. Quinn has requested things todo after finishing his daily tasks.
On several occasions Quinn has offered to help me with my daily tasks and has taken patients names when I was busy with other patients. He has been a valuabe assett to your organization and ours.

Sincerely,

Sheri A Vermillion

Sheri A. Vermillion

July 31, 1991

Richard L. Roudebush
Medical Center

1481 West 10th Street
Indianapolis IN 46202

Veterans
Administration

JULY 30, 1991

In Reply Refer To:

TO: Mr. John Baker

FROM: Lillian E. Frazier,
Chief, Respiratory Therapy

RE: Peggy Harvey

Dear Mr. Baker,

Peggy has proven herself to be a cooperative and intelligent young woman who is capable of doing very high quality work. She has been very helpful in processing complex data and reports for our Respiratory Therapy Department. Her expertise with the word processor has surpassed our expectations. Her general office skills, interpersonal relationships with staff and patients and her overall demeanor have been appropriate and a welcomed addition to our area.

Please feel free to contact me or my staff for future reference.

Thank you !

Lillian

Sincerely,

7-26-91

Mr Galtieor Mr. Baker,

Sheila is a much improved worker grows very, very fast. Follow directions with no questions asked!!! Very prompt.

I really appreciate her busy bee work & work with me. I feel she deserves a bonus also.

Ben Kennedy
(Head Cashier)
(2368 anytime)

DEPARTMENT OF
VETERANS AFFAIRS

Memorandum

Date:
7-26-91

From:
Michael E. Morris

Subj:
Infection Control

To:
The Supervisors Of Wizards at Work

Henry Williams has successfully completed a session on Infection Control which covered:

a. HIV precautions
b. Hepatitis precautions
c. Health precaution for health care employees

Henry has also been familiarized with C.P.R. procedures.

Lead Clerk, Radiology

Michael E. Morris

07/29/91 20:37 tme ?:80 #11+1JIM.

JIM. HI I'M A SPORTS INTERN AT CHANNEL 8 AND I CURRENTLY WORK AT INET (PARTNERS 2000). I WAS TOLD TO TALK TO YOU ABOUT DOING A REALLY INTERESTING STORY. I HAVE APPROXIMATELY 45 STUDENTS AT VETERANS ADMINISTRATION HOSPITAL. THE STUDENTS ARE DOING VARIOUS THINGS FROM HOUSEKEEPING TO BUILDING MAINTANCE TO SECRETARIAL WORK. THE PROGRAM IS CALLED WIZARDS. THE STUDENTS WORK SEVEN HOURS A DAY AND ARE IN COMPUTER CLASS FOR ONE HOUR A DAY. IN THEIR COMPUTER CLASS. THEY'RE LEARNING ALGEBRA, TYPING SKILLS, AND LANGUAGE SKILLS. DICK GAITHER IS THE MAN WHO'S IN CHARGE AND HE IS GREAT. HE HAS SOME GOOD PHILOSPHY FOR THESE KIDS TO ABSORB. HE'S TEACHING THEM LIFE SKILLS AS WELL AS WORK SKILLS. MANY OF THESE STUDENTS COULDN'T TYPE BUT 8 OR 9 WORDS A MINUTE AND NOW SOME OF THEM ARE TYPING 25 OR 30. ITS REALLY AMAZING HOW THEY HAVE PROGRESSED AND HOW THEIR ATTITUDE HAS CHANGED ABOUT DICK. HE REALLY TRIED TO SCARE THEM AT THE VERY BEGINNING OF THE PROGRAM BY LETTING THEM KNOW THAT THEY WERE FIRED IF THEY WERE LATE ONE MINUTE OR IF THEY MISSED ONE DAY. THIS REALLY GOT THE STUDENTS IN SHAPE. IN JUST A MONTH OF WORK, THEY HAVE PROGRESSED AMAZINGLY WELL. HE HAS INCENTIVES FOR THE STUDENTS. HE GIVES FOUR STUDENTS 25.00 A WEEK FOR EXCELLENCE IN THEIR AREA OF WORK. HE GIVES THEM 1.00 FOR EVERY TIME THEY IMPROVE THEIR TYPING SPEED. THIS IS OUT OF HIS OWN POCKET. HE LOANS THEM MONEY WHEN THEY DON'T HAVE IT FOR LUNCH OR TO GET ON THE BUS TO GET TO WORK. I THINK THIS WOULD BE A GREAT STORY. HE HAS SOME UNIQUE, BUT SUCCESSFUL WAYS OF TEACHING THESE KIDS HOW TO DO THINGS. THE STUDENTS WOULD GREAT PEOPLE TO INTERVIEW AND ALSO THE SUPERVISORS WHO ARE OUT AT V.A. SOME OF THE STUDENTS HAVE BEEN OFFERED FULL AND PART TIME JOBS. THESE STUDENTS ARE BETWEEN THE AGES OF 14-17. IF YOU WOULD LIKE TO DO THIS STORY, YOU CAN CONTACT DICK AT V.A. AT 635-7401 EXT. 3223 OR ON HIS CELLULAR PHONE AT 443-9533. THE COMPUTER ROOM IS LOCATED ON THE EIGHTH FLOOR. THAT'S WHERE YOU CAN FIND DICK IF YOU NEED HIM. THESE KIDS REALLY LIKE WORK AND ARE STARTING TO FIND OUT WHAT THE REAL WORK FORCE IS ALL ABOUT. THAT'S REALLY A BIG STEP BECAUSE MOST OF THESE KIDS COME FROM A BROKEN FAMILY AND LOW INCOME HOUSEHOLDS. THE STUDENTS ARE ENTHUSIASTIC ABOUT THE PROGRAM. DICK HAS HAD A HUGE IMPACT ON THEM JUST BY PAYING ATTENTION TO THEM. SOMETHING THEY LACK AT SCHOOL.
HE ALSO HAS SOME AMAZING STATISTICS AND SCORES FOR THESE STUDENTS. THEY DO NOT KNOW THE VOCABULARY WORDS THAT THEY SHOULD HAVE LEARNED EARLIER IN SCHOOL. HIS COMPUTER SHOWS ALL THIS INFORMATION AND HE WOULD BE MORE THAN HAPPY TO EXPRESS HIS THOUGHTS REGARDING OUR SCHOOL SYSTEMS. THE UNIQUE THING ABOUT THIS IS THAT THE STUDENTS WANT TO IMPROVE THEIR VOCABULARY AND MATH SKILLS. THEY'RE LEARNING DURING THE SUMMER.

THANKS FOR LISTENING! I HOPE YOU FIND THIS STORY AS INTERESTING AS I DO.
TODD MELLOH WORK # 684-2309.

BEST COPY AVAILABLE

TO WHOM IT MAY CONCERN:

We of 6 south are proud to inform you about your "WIZARD OF WORK" worker , TA-TANISHA DOBBINS, she is a very hard worker and very eager to learn new things every day. She is very nice and easy to get along with,with new or old patients and families. The patients enjoy her company, when she has time. Speaking of time,she's been on time for the past two weeks and that shows good workmenship!

ABOUT THE PROGRAM.....

Your program this summer was very organized and in line of things. We need more programs such as this one, with young adults that acts more mature than others! Other programs don't seem interesting to people which whom normature adults works for , butthis one tops all the rest of them and we of 6south wants to thank you for our worker Nisha and thank you for picking the VA HOSPITAL as their work placement!

THANK YOU,

6 SOUTH STAFF

Serena J Baker

Daniel C. Daniel III

Linda Marsh

Bernadette Gupton

Christine Officer

Brenda Brown R.N.

Marion Osborne LPN

mary Snyder

Veterans Administration

Memorandum

Date: 7/26/91

From: STEVE VEACH/POLICE DESK

Subj: JOB PERFORMANCE

To: JOHN BAKER

MICHAEL JOHNSON"ALLIAS WHIZ KID" HAS NOT REALLY HAD A LOT OF WORK TO DO FOR ME IN THE OPERATION'S OFFICE THIS WEEK BUT WHILE HERE ON 2 OCCATIONS ASSISTED A PATIENT WHO HAD FALLEN OUT OF HIS WHEEL CHAIR AND ASSISTED VENDOR'S & PATIENT'S ALIKE IN BRINGING IN ITEM'S FROM THERE VEHICLES WITHOUT REQUEST OR BEINC TOLD TO. THIS HAS SHOWN ME THAT HE HAS COMPASSION AND IS MOTIVATED AND EAGER TO ASSIST THOSE IN NEED WITHOUT THE ASSISTANCE BEING POINTED OUT.

THANK'S

S. VEACH/DISPATCHER

S. Veach

VA FORM SEP 1984 2105

To whom it may concern:

This is in regards to Ruby Davis. She has worked down in the medical records department with me. She has really been a great help. She is easy to get along with, I've never had any attitude problems with her.

I just wanted to express my gratitude and to let you know she deserves a commendation.

Alicia Pierce
Transfer Clerk, MIS

DEPARTMENT OF VETERANS AFFAIRS

Memorandum

Date: July 11, 1991

From: Associate Chief Nursing Service/Education

Subj: Wizard of Work Program Participants Evaluation

To: INET Supervisors

I would like to commend Miss Cole's and Miss Jone's performance in Nursing Education over the past two weeks.

I have observed that both are eager and willing to learn and practice new office skills on a continous basis. They have been willing to listen to instruction, have profited from re-instruction and have become proficient in several general clerical fuctions.

They have good interpersonal skills and they are perceived by my immediate staff and other nursing staff as a part of our Education team.

Julia Cheatham-Kimble

Julia Cheatham-Kimble

VA FORM MAR 1988 2105

To Whom it May Concern,

My husband has been in the IA Nat. for 2 weeks now and all of the Wizard young people I have met are talked to have been very supportive. I think this is a terrific program and has some of the most caring young people in it.

ANDREA KUMP
3110 HOAGLAND AVE
FT. WAYNE, IN. 46807
219-744-3705

7/11/91

April has been a true joy to have around. She is a hard worker and really tries to help when ever she can.

Thanks much
Charles E Pixley

MailMan message for OTT,HAROLD W FOREMAN,CARPENTER
Printed at INDIANAPOLIS.VA.GOV 18 Jul 91 15:17
Subj: WORK ATTITUDE [#1068384] 18 Jul 91 15:16 8 Lines
From: OTT,HAROLD W in 'IN' basket. Page 1

CHARLES WRIGHT IS DOING A VERY GOOD JOB FOR ME HERE IN THE CARPENTER SHOP. HE SHOWS A GOOD DESIRE TO LEARN THE TRADES AND HELP IN ANYWAY POSSIBLE.
CHARLES'S WHOLE ATTITUDE TOWARDS WORK AND GETTING ALONG WITH PEOPLE HAS BEEN OUTSTANDING.

THANK YOU
HAROLD OTT
CARPENTER FOREMAN

Harold Ott

The Six South Staff would like to inform you of our appreciation of "WIZARD OF WORK" employee Ta-Tanisha Dobbins. Her bubbly personality and willingness to help has really been a benefit to us. Here are just a few things in which she has done to help out:

NURSING

Passes out ice water
Takes patients to their appointments and therapies
Makes beds

Answers the call lights

Informs nurses of patient's request

Puts supplies out on cart for nursing to work with throughout the day

SECRETARIAL

Answers the phone
Expidites lab specimens to the lab
Takes prescriptions to the pharmacy
Picks up themmedications when they are ready

Picks up supplies for the ward

We feel that she is an asset in helping 6 South because of her friendliness to all of the staff, patients and family members.

She is also reliable and efficient in all that she attempts to accomplish, and is a very good and hard worker.

Julie Hyon WS
Mary Snyder RN
Pat McClellandan
Marion Osborne LPN
Brenda Brandon
Chris Officer EMT

Richard L. Roudebush
Medical Center

1481 West 10th Street
Indianapolis IN 46202

Veterans
Administration

In Reply Refer To: S.VEACH(132)

WIZZARDS OF WORK: ATT. JOHN BAKER

THIS IS TO INFORM YOU THE MICHAEL JOHNSON WHO IS ASSIGNED TO POLICE & SECURITY SVC UNDER THE DIRECT SUPERVISION OF SECRETARY WANDA HARDIN & CHIEF ROBERT DANDROW. HOWEVER MIKE HAS BEEN WORKING WITH ME IN THE POLICE OPERATIONS OFFICE AND IS QUICK TO PICK UP ON ALL OR MOST ASPECT'S OF THE DUTIES AND HAS DONE AN OUTSTANDING JOB FOR ME. I THINK MIKE SHOULD BE COMMENDED & OR REWARDED IN SOME WAY FOR HIS HARD WORK, ESPECIALLY FOR THE WEEK OF 7/15 THRU THE 19th.

THANK YOU

Steven S. Veach
VA Police Dispatcher

Mr. Gaither,

Shelita Dawson has been a real good worker. She has helped me whenever I needed. She is a good worker.

Thank-you
M. Wagers

MailMan message for OTT,HAROLD W FOREMAN,CARPENTER
Printed at INDIANAPOLIS.VA.GOV 23 Jul 91 13:02
Subj: WORK ATTITUDE [#1072449] 22 Jul 91 15:58 6 Lines
From: OTT,HAROLD W in 'TEMP' basket. Page 1

CHARLES WRIGHT AND SHANZ'E JAMES ARE DOING A GREAT JOB FOR US IN THE CARPENTER SHOP. THEY FOLLOW INSTRRUCTIONS WELL AND ONLY NEED TO BE TOLD ONCE WHAT WE WANT THEM TO DO. THEY HAVE A STRONG DESIRE TO IMPROVE THEIR SELVES. THEY HAVE COME TO ME FROM TIME TO TIME WANTING TO KNOW IF THEY ARE MAKING GOOD PROGRESS. ALL OF MY MEN ARE SAYING GOOD THINGS ABOUT THESE TWO FELLOWS.

Harold C Ott FOREMAN
Ivy Dale Pickel
Ed Patton
Alfred Hurt
Marlin Scott
Paul Newman

MailMan message for OTT,HAROLD W FOREMAN,CARPENTER
Printed at INDIANAPOLIS.VA.GOV 23 Jul 91 13:02
Subj: WORK ATTITUDE [#1072449] 22 Jul 91 15:58 6 Lines
From: OTT,HAROLD W in 'TEMP' basket. Page 1

CHARLES WRIGHT AND SHANZ'E JAMES ARE DOING A GREAT JOB FOR US IN THE CARPENTER SHOP. THEY FOLLOW INSTRRUCTIONS WELL AND ONLY NEED TO BE TOLD ONCE WHAT WE WANT THEM TO DO. THEY HAVE A STRONG DESIRE TO IMPROVE THEIR SELVES. THEY HAVE COME TO ME FROM TIME TO TIME WANTING TO KNOW IF THEY ARE MAKING GOOD PROGRESS. ALL OF MY MEN ARE SAYING GOOD THINGS ABOUT THESE TWO FELLOWS.

Harold O. Ott FOREMAN
Ed Parker
Alfred Hurst
Marlin Scott
Paul Newman
John Sheets

TO: THE WIZARD SUPERVISORS

Chauntea Davis has shown great improvement over the last few weeks. She readily helps when asked and has familiarized herself with the hospital locations that are used in her job and no longer needs help in this area. Her arrival is timely and she is always well groomed. Chauntea has a professional and respectful attitude that makes her a pleasent co-worker.

There are a number of staff members that utilize Chauntea's job abilities frequently and are pleased with her expedient and efficient behavior. Among the pleased staff members are:

Jami Campbell
Kathleen Keller
Janice Sewell
[illegible] RSW/RSCNN CNA Dialysis
[illegible]
Irma Billups DRS
Sharon Brewer HST
Colleen Ingram
Lisa Wicks
Sue Nelson RN
[illegible]

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MailMan message for OTT,HAROLD W FOREMAN,CARPENTER
Printed at INDIANAPOLIS.VA.GOV 18 Jul 91 13:01
Subj: WOOK ATTITUDE [#1068037] 18 Jul 91 13:01 8 Lines
From: OTT,HAROLD W in 'IN' basket. Page 1

SHANZ'E JAMES HAS BEEN DOING A GOOD JOB HERE IN THE CARPENTER SHOP. HE HAS BEEN SHOWING A REAL INTEREST TO LEARN ALL THAT HE CAN WHILE EMPLOYED HERE THIS SUMMER. HE HAS BEEN WILLING TO DO ANYTHING ASK OF HIM. HE PICKS UP ON ALL THE IS SHOWN HIM. IT HAS BEEN GOOD TO HAVE HIM IN OUR SHOP.

THANK YOU
HAROLD OTT
SHOP FOREMAN

Harold Ott

Alfred Hurt

Leroy Dale Edwards

DEPARTMENT OF VETERANS AFFAIRS **MEMORANDUM**

DATE: July 18, 1991

TO: Dick Gaither, Director, Wizards of Work

FROM: Program Assistant/ACOS

SUBJ: Performance of Kisha Pinner

I would like to let you know how satisfied we are with the performance of Kisha Pinner. We have given her a wide variety of tasks, from cleaning old files from drawers to making a spread sheet to analyze our use of animal feed and bedding for the past year. Kisha has willingly tackled all problems we've given her.

The results of her work are excellent. With minimal instruction, she has completed tasks quickly and efficiently. Her attitude has been exemplary. She is always prompt. She looks for new tasks constantly and always finds something that needs to be done.

Since being with us Kisha has gained a rudimentary knowledge of Lotus, Word Perfect, and Avery Label Pro. We hope to teach her a little bit about DOS.

I would commend Kisha to you and recommend her to prospective employers or schools. I feel she exemplifies the best of our youth today.

Peggy Hannon

Peggy Hannon

AUGUST 7, 1991

TO: Mr. John Baker

FROM: Lillian E. Frazier
Chief, Respiratory Therapy

RE: Peggy Harvey

Dear Mr. Baker,

It has been a real pleasure having Peggy working with us over the summer.

I hope that we provided her with enough of a challenge. She has performed excellently.

I plan to stay in touch with her over the coming school year in an effort to encourage her to continue her education. In the future, if the opportunity arose, she would be welcome to work again on our office staff.

Please feel free to contact me for any additional references.

Sincerely,

Lillian

DEPARTMENT OF VETERANS AFFAIRS

Memorandum

Date: August 9, 1991

From: Radiology Department

Subj: Henry Williams

To: Whom It May Concern

1. This summer we have had the pleasure of working with Henry Williams from your program. Radiology Department is fast paced and an eventful department every day.

2. While Henry was with this department, he showed that he was very capable of handling various types of situations. He worked very well with clerks, medical staff, students, patients, families, etc. He was punctual and needed very little supervision. We can honestly say that in all the years we have participated in the program, Henry has been the best student worker we have ever had.

3. We, as a whole from the Radiology Department, would highly recommend Henry Williams to any employer.

Michael A Lewis (clerk)
Doreen Rivers (clerk)
Michael E. Morris Lead Clerk

E.M. Cockerill, M.D.
CHIEF OF RADIOLOGY

VA FORM 2105

Richard L. Roudebush
VA Medical Center

1481 West 10th Street
Indianapolis IN 46202

Department of
Veterans Affairs

In Reply Refer to:

583/002S

August 8, 1991

Mr. John Baker
Wizards of Work Program Coordinator

Dear Mr. Baker:

I would like to take this opportunity to thank you and the kids associated with the Wizards of Work Program for the assistance you provided in conducting our annual disaster drill exercise. In hearing some of the comments from the kids, I think that they found the exercise educational as well as entertaining.

Again, thanks for the assistance, and I look forward to possibly working with you and the kids next summer.

Sincerely,

Jack Kinney

Jack Kinney
Safety Manager

Certificate Of Survival

This certifies that

_____

has met & exceeded the hard work and training requirments of

JOB SEARCH TRAINING SYSTEMS

WIZARDS OF WORK

Veteran's Support Work Project

President: Dick Gaither
Trainer: John Baker

Date: 7/1/91 - 8/9/91